

## Arizona Leadership Academy: Principal Institute

Each session includes an examination of current literature on the topic, interactive practice using management and leadership tools, and time to plan for implementation of new knowledge and skills. In addition, participants will review and discuss topics covered in previous modules and their application at the school site.

Session	Date	Module	A Partial List of Topics
<b>Two-Day Seminar</b>	September 6 & 7 (Phoenix)	Vision & Leadership Style, Marzano's Research on Effective Leadership Practices	<ul style="list-style-type: none"> <li>• Creating a shared vision</li> <li>• Understanding leadership style and which practices lead to improved student learning</li> <li>• Emotional Intelligence</li> <li>• Advantages of Shared Leadership</li> </ul>
	September 13 & 14 (Tucson)	Culture & Climate	<ul style="list-style-type: none"> <li>• Understanding the principal's role in shaping school culture and climate</li> <li>• First days on the job: assessing school culture and climate; using history to shape future work</li> <li>• Preparing for first meetings</li> <li>• Establishing relationships</li> </ul>
		Professional Learning Communities	<ul style="list-style-type: none"> <li>• What are they? Why create one? The conditions necessary for student success</li> <li>• The use of collaborative teams to implement school improvement</li> </ul>
<b>1</b>	October 11 (Tucson) October 12 (Phoenix)	Communication & Decision-making	<ul style="list-style-type: none"> <li>• Levels and means of communication and decision-making</li> <li>• Learn a variety of decision-making strategies and processes</li> <li>• Who, what, and when to use shared decision making</li> </ul>
<b>2</b>	November 8 (Phoenix & Tucson)	Time Management & Delegation	<ul style="list-style-type: none"> <li>• Use tools to analyze daily schedule and manage daily work load</li> <li>• Delegation &amp; Work Flow</li> </ul>
		Meeting Facilitation	<ul style="list-style-type: none"> <li>• Designing successful meetings, learn facilitation processes, work with disruptive meeting behaviors</li> <li>• Focus on facilitation</li> <li>• Working with disruptive meeting behavior</li> </ul>
<b>3</b>	January 16 (Phoenix) January 17 (Tucson)	Identifying, Organizing, and Using Data	<ul style="list-style-type: none"> <li>• Various types of data</li> <li>• Effective processes for display of data</li> <li>• Using data to discuss instructional practices</li> <li>• Ways to present data to students, parents, and community</li> </ul>
<b>4</b>	February 4 (Phoenix & Tucson)	Supervision: Formative Assessment	<ul style="list-style-type: none"> <li>• Understanding the difference between formative and summative process and between supervision and evaluation responsibilities</li> <li>• Standards-based practice</li> <li>• Formal and informal processes</li> <li>• The Quick Visit walk-through strategy</li> <li>• Feedback &amp; shaping improved practice</li> <li>• Focus on supervision of special populations</li> </ul>
<b>5</b>	March 6 (Phoenix & Tucson)	Evaluation: Summative Assessment	<ul style="list-style-type: none"> <li>• Writing summative evaluations based on standards</li> <li>• Understanding how the evaluation process supports teacher development</li> <li>• Practice giving specific feedback</li> <li>• Working with teachers not meeting standards</li> </ul>
<b>6</b>	April 4 (Phoenix & Tucson)	Using Data to Make Informed Decisions and Planning for Next Steps	<ul style="list-style-type: none"> <li>• Types and uses</li> <li>• Data-driven decision-making</li> <li>• Protocols for using student work to make instructional decisions</li> </ul>